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| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | | | **Grade:** Kinder | | **Unit: How The World Works**  MATHS: probability1 – bar graph | | | | | **Driving  Supporting** **Discipline-Specific** | | | | | | **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | | |  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | | | **Achievement Indicators: -**Makes reasonable predictions about possible outcomes, using different material.  -Records and displays data on a bar graph. | | | | | | **Skills:** Maths – make predictions | | | | | | | **Materials: -**Three colour balls and a bag.  -Concrete material such as: bears, fruits, etc. , bar graph charts and erasable markers | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | | |  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations | | **Date: Week 20 Jan. 27-31** | | | | **Time: 45 min.** | |  | | |  | |  | | **Description** | | | | | | | | | | | | | **Opening:** Divide the group in two, to work in halves.  **Activity 1:** In a bag put 2 green balls or counters, 5 red and 8 blue, making sure the children are watching. | | | | | | | | | | | | | **Main Activity**: The teacher should introduce the 3 probability vocabulary statements asking questions such as: What do you think will happen when you take one out? ... (For sure-that an object of any of the three colours will come out).Which colour object do you think has more chances of coming out? …blue (why?) What might happen? (That either a red or blue or green will come out). What won´t happen? (That a different shape or colour from the ones in the bag will come out.).  Before taking one ball out, make predictions about which colour is going to be and every time a student take the ball out, register the information to compare the results at the end.  **Activity 2:** Divide the half group in small groups (2 or 3). Give to each group a bar graph chart, erasable markers and concrete material such as: bears, fruits, animals. Ask them to draw the options, trace the numbers and classify the material. At the end each small group has to share their graphs and explain their conclusions. | | | | | | | | | | | | | **Tier 1:** | | | | | | | | | | | | | **Tier 2:** | | | | | | | | | | | | | **Tier 3:** | | | | | | | | | | | | | **Closing:** Use the probability questions any time you can, according to the timetable and the changes occasionally we have. | | | | | | | | | | | | |